California State University Channel Islands
NEW COURSE PROPOSAL
Courses must be submitted by October 15, 2013, and finalized by the end of that fall semester for the next catalog production.
Use YELLOWED areas to enter data.

DATE (*Change if modified and redate file with current date*)) 10/5/2014, 12/2/2014

PROGRAM AREA(S) CHICANA/O STUDIES

1. **Course Information.** *[Follow accepted catalog format.]*
   Prefix(es) (Add additional prefixes if cross-listed) **and Course No. CHS 150**
   Title: Introduction to Contemporary Nahuatl Language Units: 4.0
   Prerequisites
   Corequisites
   Consent of Instructor Required for Enrollment
   Catalog Description (Do not use any symbols): Introduction to contemporary Nahuatl language as spoken in the Huasteca region of Mexico and in Mexican communities in the United States. Students will learn to read, write, and speak at the introductory level of Nahuatl. Includes an overview of Nahua culture and history.

Grading Scheme:

X A-F Grades

Credit/No Credit
Optional (Student Choice)

Repeatability:

Repeatable for a maximum of   units

Total Completions Allowed
Multiple Enrollment in Same Semester

Course Level Information:

X Undergraduate

Post-Baccalaureate/Credential
Graduate

Mode of Instruction/Components (*Hours per Unit are defaulted*).

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS & HEGIS # (Filled in by the Dean)
Lecture	4.0	1	30	yes	
Seminar		1			
Laboratory		3			
Activity		2			
Field Studies					
Indep Study					
Other Blank					

Leave the following hours per week areas blank. The hours per week will be filled out for you.
3.0 hours lecture per week
        hours blank per week
 Is this course always delivered online? Yes_____   No__X__ (Answer YES if the course is ALWAYS delivered online).

2. **Course Attributes:**

   X**General Education Categories**: All courses with GE category notations (including deletions) must be submitted to the GE website: http://summit.csuci.edu/geapproval. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.
   A (English Language, Communication, Critical Thinking)
       A-1 Oral Communication
      A-2 English Writing
       A-3 Critical Thinking
   B (Mathematics, Sciences & Technology)
       B-1 Physical Sciences
       B-2 Life Sciences – Biology
       B-3 Mathematics – Mathematics and Applications

☐ B-4 Computers and Information Technology
C (Fine Arts, Literature, Languages & Cultures)
☐ C-1 Art
C-2 Literature Courses
X C-3a Language
☐ C-3b Multicultural
D (Social Perspectives)
E (Human Psychological and Physiological Perspectives)
UDIGE/INTD Interdisciplinary
Meets University Writing Requirement (Graduation Writing Assessment Requirement)
Meets University Language Requirement

☐ **American Institutions, Title V Section 40404**: ☐ Government ☐ US Constitution ☐ US History
Regarding Exec Order 405, for more information: http://senate.csuci.edu/comm/curriculum/resources.htm
☐ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).
☐ Online Course (Answer YES if the course is ALWAYS delivered online).

3. **Justification and Requirements for the Course.** (Make a brief statement to justify the need for the course)
A. Justification: Currently there is not a course in Nahuatl language. This course will open a new area of study for students with cross-disciplinary potential (ie, Anthropology, Linguistics,etc.). This would open an opportunity to establish Indigenous language study within Chicana/o Studies and on this campus.

B. Degree Requirement: ☐ Requirement for the Major/Minor   **Note: Submit Program Modification if**
X Elective for the Major/Minor   **this course changes your program**.
☐ Free Elective

4. **Student Learning Outcomes.** List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: *http://senate.csuci.edu/comm/curriculum/resources.htm*. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:
1) Describe and classify the variants of Nahuatl language and their respective regions.
2) Identify and examine the established history and Indigenous world views of Mesoamerica, as well as Nahua cultural traditions and how they have influenced and integrated into the United States.
3) Communicate, read, write, and speak in basic, introductory Nahuatl language (GE 4.1 & 4.2).

5. **Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*
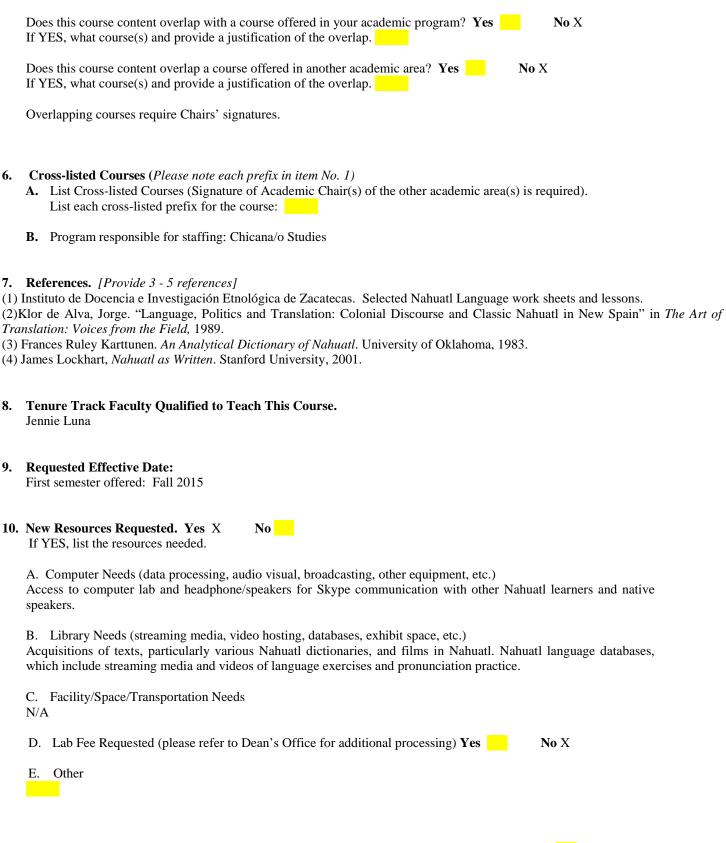Areas to be covered:
- An Overview of Mesoamerica
- Philosophy, Cosmology & Value Systems
- Agriculture, Food Ways & the Environment
- Spirituality and Life Ways
Language Instruction:
- History of "classical" and "contemporary" Nahuatl
- Pronunciation, structure, and foundation
- Greetings
- Colors and foods
- Vocabulary
- Grammar structure
- Songs and Poetry

Does this course content overlap with a course offered in your academic program? **Yes** ▓ **No** X
If YES, what course(s) and provide a justification of the overlap. ▓

Does this course content overlap a course offered in another academic area? **Yes** ▓ **No** X
If YES, what course(s) and provide a justification of the overlap. ▓

Overlapping courses require Chairs' signatures.

6. Cross-listed Courses (*Please note each prefix in item No. 1***)**
    A. List Cross-listed Courses (Signature of Academic Chair(s) of the other academic area(s) is required).
       List each cross-listed prefix for the course: ▓

    B. Program responsible for staffing: Chicana/o Studies

7. References. *[Provide 3 - 5 references]*
(1) Instituto de Docencia e Investigación Etnológica de Zacatecas. Selected Nahuatl Language work sheets and lessons.
(2) Klor de Alva, Jorge. "Language, Politics and Translation: Colonial Discourse and Classic Nahuatl in New Spain" in *The Art of Translation: Voices from the Field,* 1989.
(3) Frances Ruley Karttunen. *An Analytical Dictionary of Nahuatl*. University of Oklahoma, 1983.
(4) James Lockhart, *Nahuatl as Written*. Stanford University, 2001.

8. Tenure Track Faculty Qualified to Teach This Course.
    Jennie Luna

9. Requested Effective Date:
    First semester offered: Fall 2015

10. New Resources Requested. Yes X **No** ▓
  If YES, list the resources needed.

    A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
    Access to computer lab and headphone/speakers for Skype communication with other Nahuatl learners and native speakers.

    B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
    Acquisitions of texts, particularly various Nahuatl dictionaries, and films in Nahuatl. Nahuatl language databases, which include streaming media and videos of language exercises and pronunciation practice.

    C. Facility/Space/Transportation Needs
    N/A

    D. Lab Fee Requested (please refer to Dean's Office for additional processing) **Yes** ▓ **No** X

    E. Other
    ▓

11. Will this new course alter any degree, credential, certificate, or minor in your program? Yes ▓ **No** X
If, YES attach a program update or program modification form for all programs affected.
<u>Priority deadline</u> for New Minors and Programs: October 1, 2013 of preceding year.
<u>Priority deadline</u> for Course Proposals and Modifications: October 15, 2013, of preceding year.
Last day to submit forms to be considered during the current academic year: April 15th.

Jennie Luna   10/5/2014

Proposer of Course (Type in name. Signatures will be collected after Curriculum approval)   Date

GE Committee response to your request have CHS150: Introduction to Contemporary Nahuatl Language added to <mark>C3a: Language</mark>

Approved by 2014-2015 GE Committee:
CHS 150 forwarded to Curriculum Committee for review.

Request Submitted

Course: CHS150 Introduction to Contemporary Nahuatl Language
Area: C3a Language
Date Submitted: 10/15/2014 7:11:26 PM
Date Approved: 11/12/2014 10:40:27 PM

1. Develop students' ability to respond subjectively as well as objectively to experience

Through the examination of Mesoamerican and Nahua scholarship, students will be able to respond subjectively and objectively on the strengths and weaknesses of this philosophical and theoretical perspective. They will learn the deeper nuances of the Nahuatl language and connect it to Indigenous philosophical and spiritual world views.

2. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

This course will have students reflect on the affective, cognitive and physical dimensions of doing language research in Indigenous communities. It will examine key Nahua and Mesoamerican scholars and their scholarship that have contributed to the development of the Chicano/a ideologies.

3. Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.

Students will study and appreciate the different areas of research in the field of Nahuatl language study. They will view and experience early works of Mesoamerican art, literature, such as in the codices. They will create skits/role play in exclusively Nahuatl language. Studying dance and humanities with in Mesoamerican society will help students to understand the evolution of Nahua world views and both an historical and contemporary lived reality. They will also examine current works and develop their own creative contribution through Nahuatl poetry and theater.

4. Examine the interrelationship between the creative arts, the humanities, and self

This course offers students the opportunity to reflect on their positionality as a raced and gendered subject in society. This requires critical reflection about their social position as well as in-depth examination of the ethical dilemmas and challenges of doing Indigenous research and learning an Indigenous language.

5. Include an exposure to world cultures

Students will examine Mesoamerican history, people, languages and world views. Nahuatl is the third most widely spoken Indigenous language in the Western Hemisphere, spanning various parts of Mexico, Central America, and as a result of transnationalism and human migration, Nahuatl is also widely spoken in the United States, particularly in New York City and parts of the southwest. This course will examine globalization and transnationalism and its impacts on language preservation.

6. Include a cultural component and not solely skills acquisition

 This course examines Nahua/Mesoamerican scholarship and applies it to Chicana/o communities in the U.S. An important component is to understand Indigenous culture, history, and colonization. Students will read and discuss the relevant literature in the development of race/ethnicity in pre-coloinal society. Nahuatl language and the many variants represent distinct cultures in many parts of Mexico and Central America.

7. Include human to human communication

It will be a requirement in this course for students to pair with partners and practice the language one-on-one every week. Further, students will be paired with other CSU students from CSU Long Beach that are Nahuatl language learners. They will be required to skype with them to practice conversations. Opportunities will be made available for students to speak with native Nahuatl speakers also.

Approval Sheet

Program/Course: CHS 150

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

Program Chair		
	Signature	Date

General Education Chair		
	Signature	Date

Center for International Affairs Director		
	Signature	Date

Center for Integrative Studies Director		
	Signature	Date

Center for Multicultural Engagement Director		
	Signature	Date

Center for Civic Engagement Director		
	Signature	Date

Curriculum Chair		
	Signature	Date

AVP		
	Signature	Date